

## Further guidance for MYP languages

### Language acquisition

#### Comparing the 2012 and 2014 guides

Section of the guide	2012	2014
<b>Objectives and their strands</b>	listen for specific purposes	listen for specific purposes and respond to show understanding
	respond to specific information	
	interact socially	interact and communicate in various situations
	speak for specific purposes	express thoughts, feelings, ideas, opinions and information in spoken and written form
	write for specific purposes	speak and write for specific purposes
	interpret and engage with visual text that is presented with spoken and written text	interpret visual text that is presented with spoken text (recognize conventions)
	refer closely to the visual text, supporting his or her opinion and personal response with evidence and examples from the text	engage with the text by supporting opinion and personal response with evidence and examples from the text
	understand information	read for specific purposes and respond to show understanding
	interpret and engage with written text	interpret visual text that is presented with written text (recognize conventions)
	refer closely to the written text, supporting his or her opinion and personal response with evidence and examples from the text	engage with the text by supporting opinion and personal response with evidence and examples from the text
	organize and express thoughts, feelings, ideas, opinions and information in writing	organize thoughts, feelings, ideas, opinions and information in spoken and written form
	develop accuracy when writing in the target language	develop accuracy when speaking and writing in the target language
<b>Language continuums</b>	<p>A Oral communication—listening and speaking</p> <p>B Visual communication—viewing and interpreting</p> <p>C Written communication—reading comprehension</p> <p>D Written communication—writing</p>	<p>The continuums still represent the development of oral, visual and written communication skills.</p> <p>Listening and speaking</p> <p>Viewing and interpreting</p> <p>Reading comprehension</p> <p>Writing</p>
<b>Objectives overview</b>	Pages 122–123 of the guide.	This is now titled “Phase-specific language acquisition objectives” and can be found on pages 12–15 of the guide.

Section of the guide	2012	2014
		Subject groups <b>must</b> address <b>all</b> strands of <b>all</b> four objectives <b>at least twice</b> in <b>each year</b> of the MYP.
<b>Assessment</b>	Task requirements	<p><b>Internal assessment</b></p> <p>The guide provides the <b>required assessment criteria</b> for phases 1 to 6 of MYP language acquisition. Schools must use the appropriate assessment criteria as published in this guide to report students' final achievement in the programme. Teachers clarify the expectations for each summative assessment task with direct reference to these assessment criteria.</p> <p>Subject groups <b>must</b> assess <b>all</b> strands of <b>all</b> four assessment criteria <b>at least twice</b> in <b>each year</b> of the MYP.</p> <p>Information about designing formative and summative assessment tasks, language of questions and answers in tasks, length of texts for reading and writing, possible modifications for character and non-Roman alphabetical languages, and word-character equivalencies are now in the section called "Subject-specific guidance". This information is <b>suggested only</b>.</p>
<b>Conceptual framework</b>	Key concepts Culture and Communication	<p>Two further key concepts have been added to the set for language acquisition.</p> <ul style="list-style-type: none"> <li>• Connections</li> <li>• Creativity</li> </ul> <p>Related (literary and linguistic) concepts are now provided for the six phases.</p>
<b>Sections moved</b>	Special educational needs The role of language across the curriculum The role of the librarian in the MYP Information and communication technology Academic honesty	This information has been incorporated into <i>MYP: From principles into practice</i> (May 2014).

## Connecting the elements of the MYP language acquisition framework

<b>Aims</b>	Aims are the aspirations we have for our students. An overarching aim is our hope that students will become confident, culturally aware and competent communicators as a result of studying the additional language.		
<b>Objectives</b>	Teachers can support students to reach this aim by planning units of work that enable the students to achieve the four objectives. The objectives encapsulate the following.		
	<b>Factual knowledge</b> Grammar, word banks, cultural facts and artefacts	<b>Conceptual knowledge</b> Key and related concepts	<b>Procedural knowledge</b> Listening, speaking, reading, writing and viewing skills
	When planning units of work to support students to meet these objectives, it is helpful to consider the following questions in order to, for example, describe, analyse, share ideas, express an opinion, transact, debate and present, in a range of familiar and unfamiliar situations (depending on the phase of language development):		
	What do students need to know?	What do students need to understand?	What do students need to be able to do?
<b>Global contexts</b>	<p>In language acquisition courses, global contexts can be viewed as the linguistic, social or cultural time and place in which the language can be used, and to which skills, knowledge and understanding can be <b>transferred</b> and <b>applied</b> in:</p> <ul style="list-style-type: none"> <li>everyday situations</li> <li>rehearsed and unrehearsed situations</li> <li>social situations; academic situations</li> <li>a range of interpersonal and cultural contexts.</li> </ul> <p>(See definitions of these in the glossary of the <i>MYP Language acquisition guide</i> (May 2014).)</p>		
<b>Continuums and criteria</b>	<p>Teachers can use both formative and summative assessment opportunities for students to demonstrate their knowledge, skills and understanding.</p> <p>MYP language acquisition continuums are tools to help teachers plan assessment for learning (formative assessment) and to monitor students' progress towards achieving the course objectives.</p> <p>The criteria are designed for use as descriptors in an assessment rubric and should only be used to <b>measure to what extent</b> a student has achieved the unit's objectives (summative assessment).</p>		

## Learning experiences and internal assessment tasks for language acquisition

### i. Choosing texts and prompts for assessment

Objective	Task design	Text choice
<p><b>A Comprehending spoken and visual text</b></p> <p>This receptive skill involves students in listening to and viewing text in the target language to comprehend and interpret meaning by answering questions.</p>	<ul style="list-style-type: none"> <li>Questions must relate to all texts in the activity/task and address all three strands of the objective.</li> <li>It is recommended to set at least three or four questions per strand to give students ample opportunity to demonstrate the skill described, and for teachers to assess to what extent they have been able to do this based on the number of correct responses. As a rough indication only, for early phases, aim for more questions for strands (i) and (iii), a minimum of four questions for each strand and only two questions for strand (ii) (language conventions). For later phases, more questions can be asked for all three strands.</li> </ul>	<ul style="list-style-type: none"> <li>The text(s) for the spoken and visual comprehension activity/task should be audio-visual and/or visual and spoken text items collated to create one task or one activity. For example, a film, YouTube clip or music video clip can be one of the texts collated and collaged to constitute a task/activity overall.</li> </ul>
<p><b>B Comprehending written and visual text</b></p> <p>This receptive skill involves students in reading and viewing text in the target language to comprehend and interpret meaning by answering questions.</p>	<ul style="list-style-type: none"> <li>The material of the task as a whole must be stimulating and rich enough to provide students with the opportunity to reach the highest achievement level in the criteria.</li> <li>An answer key, a markscheme and the criteria appropriate to the phase may all be used to assess the students' comprehension skills.</li> <li>The number of words of the written text for the activity/task overall is suggested in the guide but this may vary from school to school. The number of words transcribed or forming part of the visual text, and time length of each text for the activity/task overall will also vary from school to school.</li> <li>It is important to ensure the content and design of the activity/task gives students the opportunity to engage fully with the objectives and achieve the highest achievement levels of the criteria.</li> </ul>	<ul style="list-style-type: none"> <li>The texts may be collated for the purpose of the task or may have been originally presented together.</li> <li>The texts overall must connect by theme or topic to the unit.</li> <li>While the text should be culturally appropriate, it does not have to be from the target language's culture. The theme of the text may represent a global topic, idea or issue and be an example from another culture. The text must all be in the target language.</li> <li>The texts may be modified for the purpose of the assessment.</li> </ul>

Objective	Task design	Text choice
	<ul style="list-style-type: none"> <li>When writing the questions for the task, a point value may be attributed to each question. Questions may be weighted differently, and the order and value of the questions should reflect a hierarchy of thinking skills required; the number of examples to support the expected response; the expected amount of detail in the response; the required supporting evidence to justify a response.</li> </ul>	<ul style="list-style-type: none"> <li>Texts used for a task must be “unseen”, that is, students must be unfamiliar with the text used. They may have read a section of the text, for example, a chapter from the book, in class or dealt with the topic in class, but will not have been told that the text is part of an assessment task, and will not have completed an exercise or answered questions relating specifically to the text prior to the assessment.</li> </ul>
<b>C Communicating in response to spoken, written and/or visual text</b>  <b>D Using language in spoken and/or written form</b> These productive skills give students opportunities to communicate their knowledge, ideas and opinions, share information, and use language accurately and appropriately in response to prompts or stimuli.	<ul style="list-style-type: none"> <li>The prompt or stimulus might be spoken <b>or</b> written <b>or</b> visual, depending on the theme and context of the unit. As objectives C and D relate to both writing and speaking skills, teachers should ensure there are ample opportunities for students to practise and develop both.</li> <li>The prompt or stimulus might be as simple as some questions from the teacher, a proverb, a picture with a title or any amount of more or less detail. For later phases, a more lengthy and complex stimulus, such as an excerpt from a documentary or newspaper report, may be thought-provoking.</li> <li>Criteria C and D must be assessed at least twice during each school year; at least once with an oral interactive task and at least once with a writing skills task. A school's assessment policy may require more than two summative judgments for these productive skills tasks.</li> <li>In practice, teachers may find it helpful to record the results of “oral” C and D work and “written” C and D work separately throughout the year and only indicate an achievement level against the specific criterion for the final grade and report of the year.</li> </ul>	

## ii. Language-specific information

**Chinese:** For writing purposes, students can produce text, or respond to text, in either traditional or simplified character form. Although consistency in the use of characters is expected, it is understood that some students may have been taught both types and that, as a consequence, some confusion may arise. Students should not be penalized for lapses in consistency.

**Arabic:** Students are encouraged to use Modern Standard Arabic. However, because of the different dialects that exist, students are allowed to use a simplified variety of Modern Standard Arabic which adopts a vocabulary repertoire that is largely common to Standard Arabic, together with the dialect variety with which they are most familiar. In oral work in Modern Standard Arabic, students should not be penalized for what might be regarded as less than perfect grammatical accuracy. For example, deviating from standard pronunciation, standard negation rules or standard rules for case endings should not negatively affect the students' overall performance. In written work, students should produce text, or respond to text, in Modern Standard Arabic, although lexical variations from different dialects are acceptable.

**Indonesian:** The forms of Indonesian that students are expected to know need to stay relatively faithful to *Bahasa Baku*, Standard Indonesian. However, in the later phases, students also need to be aware of the differences between written and spoken Indonesian and, in particular, of the increasing use of new forms of the language in spoken situations in the mass media.

## Language and literature

### Identifying some distinct characteristics of both MYP language subject groups

#### References

*MYP Language acquisition guide* (May 2014), pages 5–7

*MYP Language and literature guide* (May 2014), pages 5–6

Language acquisition	Language and literature
<p>Phase 1 is intended for students to begin learning an additional language.</p> <p>Typically, students exiting from phase 4 have had the equivalent of at least four years of additional language learning.</p> <p>Exiting from phase 5 or 6 with a satisfactory proficiency ensures a smooth transition to a language and literature course in the same language.</p>	<p>The course is for students wishing to study literary and non-literary texts in a specific language and build on skills mastered in primary education or previous study of the language in MYP, at least to phase 5 proficiency.</p>
<p>The language may be an additional language not studied before or the student is developing proficiency in their second language (most commonly where this language is also the language of instruction of the school).</p>	<p>The language of the literature being studied may be the student's mother tongue, the language in which they are most proficient (second or third language) or the language of instruction of the school.</p>
<p>The primary aim of a language acquisition course is to develop proficiency in the additional language, enabling students to become critical and competent communicators.</p> <p>(In the later phases, students are given the opportunity to do this through engaging with literary text, in addition to non-literary text.)</p>	<p>The primary aim of a language and literature course is to further develop an understanding, use and appreciation of the language.</p>
<p>Through the language, students can develop linguistic, analytical and communicative skills.</p>	<p>Studies in language and literature assume competent linguistic, analytical and communicative skills to be able to access literature.</p>
<p>The course provides students with opportunities to develop their critical-literacy skills (the extent of which is dependent on the phase).</p>	<p>A main objective of the course is for students to further develop their critical-literacy skills in order to be able to express an independent, informed response to literary and non-literary text.</p>



## Connecting the elements of the MYP language and literature framework

<p>In planning, consider the links between the following.</p> <p>Aims—key concepts—learner profile attributes</p> <p>Objectives—related concepts (literary and linguistic)—global contexts</p>			
<b>Aims</b>	<p>Aims are the aspirations we have for our students. An overarching aim is our hope that students will become critical and creative readers, writers, viewers and speakers of language as a result of studying language and literature.</p>		
<b>Objectives</b>	<p>Teachers can support students to reach this aim by planning units of work that enable the students to achieve the four objectives. The objectives encapsulate the following:</p>		
	<p><b>Factual knowledge</b></p> <p>Grammar, word banks, cultural facts and artefacts</p>	<p><b>Conceptual knowledge</b></p> <p>Key and related thematic, linguistic and literary concepts</p>	<p><b>Procedural knowledge</b></p> <p>Listening, speaking, reading, writing and viewing skills</p>
	<p>When planning units of work to support students to meet these objectives, it is helpful to consider the following.</p>		
	<p>What do students need to know?</p>	<p>What do students need to understand?</p> <p>Conceptual understandings help students transfer and apply their knowledge and skills to an increasingly wide and complex range of contexts, in order to generate new ideas, rethink ideas and issues, and find responses to ideas and issues.</p>	<p>What do students need to be able to do?</p> <p>Through inquiry, action and reflection, IB programmes aim to develop a range of competencies and dispositions that include skills for thinking, for working with others, for communicating, for managing self, and for research.</p> <p>MYP Language and literature guide (May 2014), pages 20–21</p>
<b>Global contexts</b>	<p>In language and literature courses, global contexts can be viewed as the linguistic, social or cultural time and place in which the text is studied and in which it is set, and to which skills, knowledge and understanding can be <b>transferred</b> and <b>applied</b>.</p> <p>Education for international-mindedness relies on the development of learning environments that value the world as the broadest context for learning. Students learn about the world from the curriculum and from their interactions with other people. Teaching and learning in global contexts supports the aims of the subject and the IB's mission.</p> <p>MYP <i>Language and literature guide</i> (May 2014), pages 19–20</p>		
<b>Assessment</b>	<p>To understand what students have learned and to monitor their progress, teachers use a range of assessment strategies that provide meaningful feedback. IB assessment supports good classroom practice by encouraging authentic performances of understanding that call for critical and creative thinking.</p> <p>It is important to plan for both formative and summative assessment opportunities for students to demonstrate their knowledge, skills and understanding throughout the unit.</p> <p>The criteria are descriptors in an assessment rubric and should only be used <b>to measure to what extent</b> a student has achieved the objectives set for the unit (summative).</p> <p>MYP <i>Language and literature guide</i> (May 2014), pages 22–44</p>		



## Word–character equivalencies for producing text (criterion C)

Text type	English, Spanish, French and Arabic words	Chinese characters	Japanese characters	Korean characters
<b>Essay—response to literature</b>	500–1,000 words	600–1,200	1,000–2,000	1,150–2,300
<b>Creative writing piece</b>	600–1,000	720–1,200	1,200–2,000	1,380–2,300
<b>Rationale</b>	300	360	600	690